

Supplemental ESL I



Community & Relationships Grades 2/3:

Unit 1 **Level 1 (1-2.4)**

Course Description *(Workshop Model)*

Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Supplemental ESL instruction, students will learn to use reading and writing strategies to help them become effective English language readers and writers. ESL teachers will use the appropriate leveled language objectives to build lessons for ELLs, which reflects what is covered in the general education program. In this way, all teachers work on the same Student Learning Objectives connected to the Common Core standards. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium’s English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA’s ELD standards advance academic language development across content areas, ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this course will assist all teachers working with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening, and speaking are infused in the exploration of effective reading and writing. The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Chart – Unit 1

#	Student Learning Objective	CCSS	
1	Answer questions such as who, what, where, when and how about key details in a text.	RL.2.1; RL.3.1; RI.3.1	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital).	RL.2.7	
3	Identify the main topic of multi-paragraph text.	RI.2.2; RI.3.2	
4	Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.	RL.2.4; L.2.4A	
5	Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs and a closing sentence.	W.2.3; L.2.1d, L.2.2d	
6	Capitalize holidays, product names, and geographic names.	L.2.2a	
7	Form and use frequently occurring irregular plural nouns (e.g., feet, children).	L.2.1b	
8	Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).	L.2.4d	

Effective Pedagogical Routines/Instructional Strategies

<p>Collaborative problem solving</p> <p>Writing to learn</p> <p>Note-taking</p> <p>Rereading & rewriting</p> <p>Establishing text-based norms for discussions & writing</p> <p>Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p>Quick Writes</p> <p>Think Pair Share</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks</p> <p>Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash cards</p> <p>Interviews</p> <p>Role playing/Dramatization</p> <p>Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Prompt (We Do), Check (You Do)</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p>
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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
 - Use technology terms in daily practice.
 - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
 - Create a document with text using a word processing program.
- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.

<http://www.state.nj.us/education/cccs/standards/8/>

Computer Skills

Basic Computer Skills

- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

Word Processing Skills

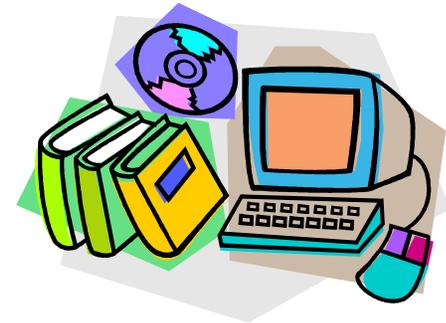
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Programs

- Microsoft Word



Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence

WIDA Proficiency Levels

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

Music/Movement: “*Crazy Hair Day*” by Barney Saltzberg (Sing-along)

Students can listen to lyrics from “Crazy Hair Day” song and sing along. Have a “Crazy Hair Day” Celebration in your classroom incorporating activities from <http://www.barneysaltzberg.com/crazyhair/activities>

Math: Friendship Mix

Students can make a simple “Friendship Mix” similar to a trail mix. Count a variety a ingredients e.g. ten cheerios, twenty raisins, 25 pretzels or any suitable ingredient you can think of. Combine ingredients and have students share their “Friendship Mix” with a partner. Comprehension Clubs- “*Community & Relationships*”

Math: “How We Get to School”

Create a bar graph “How We Get to School.” Label the bottom of the graph, car, bike, walk and bus. Ask each student to draw picture of how they get to school on a paper square. Have students glue their square in the appropriate column on the graph. Encourage students to share their answer with their partner using “accountable talk” conversation. “Do you come to school the same way every day? If you could choose a different way to come to school, what would you choose and why?”

Art: City Streets

Have students work in small groups to create a city collage by drawing outlines of different buildings creating a skyline.

Enrichment

Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

- Star Early Literacy or STAR Reading
(Students with CPL ≥ 3.5)
- NJDOE Model Curriculum Unit Assessment (Students with CPL ≥ 3.5)
- ESL Unit Level 1-2 Assessment (Students with CPL ≤ 3.4)
- W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

Short constructed response questions
 Multiple Choice questions
 Academic/Domain specific vocabulary
 Quizzes Summative chapter tests
 Journals
 Essays
 Quick writes
 Accountable Talk
 Projects
 Portfolio
 Observation
 Exit Slips
 Graphic Organizers
 Presentations (incorporating Web 2.0 tools)
 Homework
 Role Playing/Dramatization
 Student Conferencing

Grade: 2-3	Unit: 1 Level 1 (1.0-2.4)	Topic: Community & Relationships READING: Fiction & Non Fiction WRITING: Narrative Writing
CCSS:		
Reading Literature 2.1, 3.1, 2.3, 2.4, 2.5, 2.6, 2.7 Reading Foundational Skills: 2.3.a, 2.3b, 2.3c, 2.3f, 2.4a, 2.4b, 2.4c, Language 2.1b, 2.1f , 2.2a, 2.2b, 2.2c, 2.2e, 2.4a, 2.4d, 2.5a, 2.5b, 2.6,		Reading Informational: 3.1, 2.2, 3.2, 2.4 Writing: 2.5 Speaking and Listening 2.1a, 2.1b, 2.1c
WIDA: 1-5 Listening, Speaking, Reading & Writing		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Answer questions such as who, what, where, when and how about key details in a text. <u>RL 2.1</u> <u>RL 3.1</u> <u>RI 3.1</u>	<u>Answer informational and clarifying questions about key details in a text <i>using a story map.</i></u> <u>RL 2.1</u> <u>RL 3.1</u> <u>RI 3.1</u>	<ul style="list-style-type: none"> ▪ Who is in the story, _____ or _____? ▪ Is the story taking place in _____? ▪ Where is the story taking place? 	- Students complete a graphic organizer to provide a visual representation or short phrased response of details from the text. - Students draw a picture of the character and setting of the story. - Teacher reads story aloud in chunks and match illustration to key words and phrases.	Story Map Word Wall Template (teacher model) Partner Work L1 support Gestures Pictures/Photographs

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital).</p> <p><u>RL 2.7</u></p>	<p><u>Describe</u> events and actions about people, places, and things <i>using a storyboard</i>.</p> <p><u>RL 2.7</u></p>	<ul style="list-style-type: none"> ▪ Look at this illustration in the book, how does the character feel/look? ▪ Look at this illustration in the book, what is one word that describes the setting? ▪ Where does the story take place? ▪ Which picture best shows what the story is about? 	<ul style="list-style-type: none"> - After listening to a story and viewing the illustrations, students will select words from a word bank that describe the characters, setting, or plot and share with a peer their findings. The teacher can add these new words to a word wall and color code to provide a visual of different words in each category. - Given a text with illustrations, students will listen for key words that describe the characters, setting or plot. 	<p>Story Map Story Map Word Wall Teacher model/template L1 support Pictures/Photographs Sentence Frames</p>
<p>Identify the main topic of multiparagraph text.</p> <p><u>RI 2.2</u> <u>RI 3.2</u></p>	<p><u>Read and orally identify</u> the main focus of an informational multi-paragraph text <i>using a Graphic Organizer</i>.</p> <p><u>RI 2.2</u> <u>RI 3.2</u></p>	<ul style="list-style-type: none"> ▪ Is this paragraph about _____? ▪ Which is the topic sentence in this paragraph? ▪ Which illustration best shows what the text is about? 	<ul style="list-style-type: none"> - Teacher reads text aloud in chunks and match illustration to key words and phrases. - After the teacher has read the text aloud, teacher rereads each paragraph (chunk) to the students to discuss and highlight the main idea of each paragraph with the student. 	<p>Main idea Graphic Organizer Word Wall Triads or Small Groups L1 support Illustrations/Diagrams/Drawings</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.</p> <p><u>RI.2.4; L2.4a</u></p>	<p>Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.</p> <p><u>RI.2.4; L2.4a</u></p>	<ul style="list-style-type: none"> ▪ Which picture best shows what _____ means? ▪ How can you figure out the meaning of this word? ▪ Is this word a cognate? ▪ How can you use the Spanish/English dictionary to determine the meaning of this unknown word? 	<ul style="list-style-type: none"> - Given an excerpt of an appropriately leveled text, students will identify unknown words and use their understanding of cognates and how to use a bilingual dictionary to determine the meaning of the unknown word. - Introduce students to an interacting game. Students will learn root words and how to add letters to the beginning and end of a word to modify its meaning. - Provide students with a list of cognates to use as reference. - Provide students with an opportunity to develop their skill of locating words in a bilingual dictionary with a partner. 	<p>Guiding questions Checklist Guiding questions checklist with picture cues</p> <p>Word Wall Picture Dictionaries L1 support Native Language Discussion</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs and a closing sentence.</p> <p><u>W.2.3; L.2.1d, L.2.2d</u></p>	<p><u>Describe</u> people, places, things, and actions to <u>retell</u> past events <i>using a story map.</i></p> <p><u>W.2.3; L.2.1d, L.2.2d</u></p>	<ul style="list-style-type: none"> ▪ Who is your story about? ▪ Where does the story take place? ▪ What happened in your story? 	<ul style="list-style-type: none"> - Teacher models writing a story and student can copy completed model. - Discuss and chart pronoun words for first person to use when retelling past events. - Draw and write single words with pictures on a graphic organizer to tell a story. - Students bring in a picture to generate ideas for their story. 	<p>Word Wall Partner Work Bilingual Dictionaries Technology Illustrations/Diagrams/Drawings Pictures/Photographs L1 support</p>
<p>Capitalize holidays, product names, and geographic names.</p> <p><u>L.2.2a</u></p>	<p><u>Identify</u> proper common nouns and <u>apply</u> rules of capitalization <i>using a capitalization poster and word wall.</i></p> <p><i>Note: Capitalization rules differ across languages (i.e. days of the week).</i></p> <p><u>L.2.2a</u></p>	<ul style="list-style-type: none"> ▪ What word in the sentence should be capitalized? ▪ Do we capitalize _____? 	<ul style="list-style-type: none"> - Given three sentences with several holidays students will circle the holidays using an anchor chart or reference sheet and revise for correct capitalization. - Given three sentences with several product names students will underline and correct the letter that needs to be capitalized. Students will complete a sentence frame that 	<p>Posters Sentence Frames Word Wall Pictures/Photographs L1 support</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			states why the letter was capitalized and read it to a partner.	
<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children).</p> <p><u>L.2.1b</u></p>	<p><u>Form and use</u> frequently occurring plural nouns (e.g. feet, children, mice, fish) <i>using sentence strips.</i></p> <p><u>L.2.1b</u></p>	<ul style="list-style-type: none"> ▪ How might you write the plural of a particular word? ▪ Do I know how to form irregular plural nouns? 	<ul style="list-style-type: none"> - Given five singular nouns, students will form the irregular plural of each using a word bank or color coded word wall as a reference and use at least 1 in a sentence. 	<p>Pictures/Photographs L1 support Word Wall</p>
<p>Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).</p> <p><u>L.2.4d</u></p>	<p><u>Predict</u> the meaning of compound words based on the meaning of individual words <i>using previously known words and pictures.</i></p> <p><i>Note: Ensure that ELLs know the meanings of the individual words before they have to create new compound words.</i></p> <p><u>L.2.4d</u></p>	<ul style="list-style-type: none"> ▪ Which of the following pictures matches the compound word? 	<ul style="list-style-type: none"> - After a read aloud with illustrations, students will identify the compound words and infer the meaning using the illustration. - Given ten familiar words with pictures, students will be grouped with a partner and will have to play an interactive game to create three compound words and match the word to a picture of their inferred meaning. 	<p>Adapted Text L1 support Pictures/Photographs Word strips Word Wall</p>

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	am
that	by	their	has	its
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

SRA Imagine It!

Routine Cards

*Include Routine Cards during the Imagine It! Instruction. The Lesson Cards in the kits will indicate when to implement the routine cards. The Routine Cards have explicit instructions on how to incorporate the skills listed below and must be incorporated in all lessons:

1. Sound-by-Sound Blending
2. Sounds-in-Sequence Dictation
3. Whole-Word Blending
4. Blending Sentences
 - Sound-by-Sound
 - Whole-Word Blending
5. Closed Syllables
 - Introduction-Single-Syllable Words
 - Multisyllabic Words
6. Open Syllables
 - Introduction-Single-Syllable Words
 - Multisyllabic Words
7. Whole-Word Dictation
8. Sentence Dictation
9. Reading a Decodable Story
10. Words with Prefixes and Suffixes

Level 2 Unit 1 Lesson Cards

1. Reviewing Sound/Spelling Cards and the Sounds /a/, /d/, /h/, /m/, /n/, /s/, and /t/
2. Reviewing the Sounds /i/, /b/, /k/, /l/, /p/, and /r/
3. Reviewing the Sounds /o/, /e/, /f/, /g/, /j/, and /ks/
4. Reviewing the Sounds /u/, /kw/, /v/, /w/, /y/, and /z/
5. Reviewing Short Vowels and Sounds /ch/, /sh/, /th/, /hw/, and /ar/
6. Reviewing Short Vowels and Sounds /j/, /k/, /ch/, /ng/, and /nk/
7. Reviewing the Sound /er/
8. Reviewing the Sound /or/
9. Reviewing the /əl/
10. /ā/ Spelled a_e and a
11. /ā/ Spelled a_e and a
12. /ī/ Spelled i_e and i
13. /ī/ Spelled i_e and i; Reviewing the Sounds
14. /ō/ Spelled o_e and o
15. /ō/ Spelled o_e and o
16. /ū/ Spelled u_e and u
17. /ū/ Spelled u_e and u; Reviewing the Sounds

SRA Imagine It!

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|--|--|
| | <p>18. /ī/ Spelled a_e and a and /ī/ Spelled i_e and i</p> <p>19. /ō/ Spelled o_e and o and /ū/ Spelled u_e and u</p> <p>20. /ō/ Spelled o_e and o and /ū/ Spelled u_e and u;</p> <p>21. Reviewing Sounds</p> <p>22. /ē/ Spelled e_e and e</p> <p>23. /ē/ Spelled e_e and e; Reviewing Sounds</p> <p>24. Reviewing Long Sounds</p> <p>25. /n/ Spelled kn_ and /r/ Spelled wr_</p> <p>26. /m/ Spelled _mb and /f/ Spelled ph</p> <p>27. /m/ Spelled _mb and /f/ Spelled ph; Reviewing Sounds</p> <p>28. Unit Review</p> <p>29.</p> |
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Guided Reading Program

GUIDED READING: Nonfiction

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

Student in Grades 2 and 3 should work towards displaying the following reading behaviors by the end of the school year:

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations



Guided Reading Program

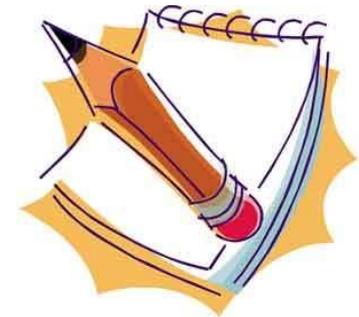
Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Notes to Teacher:

- **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**
- **Running records will be administered to students as part of the ESL Unit assessments.**

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit



<p>Comprehension Clubs</p>	<p>Toolkit Texts (Nonfiction)</p>	<p>CCSS: Text Exemplars (Appendix B)</p>
<p><u>Community & Relationships-It Happened in School</u></p> <p>Read Aloud Choldenko, Gennifer. “Louder, Lili” Teague, Mark. “The Secret Shortcut” Boelts, Maribeth. “Those Shoes” Saltzberg, Barney. “Crazy Hair Day” Thaler, Mark. “The Class From the Black Lagoon”</p> <p><u>Book Clubs</u></p> <p>Rathmann, Peggy. “Ruby the Copycat” Kenah, Katherine. “The Best Seat in Second Grade” Grimes, Nikki. “ Make Way for Dyamonde Daniel” Thaler, Mike. “The Gym Teacher from the Black Lagoon”</p>	<p>Toolkit Texts are short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM.</p> <p><u>Recommended Articles:</u></p> <p><i>Sam Goes Trucking</i></p>	<p><u>Stories:</u></p> <p>Averill, Esther, The Fire Cat Read-Aloud Stories: Say, Allen, The Sign Painter</p> <p><u>Poetry:</u></p> <p>Dickenson, Emily, “Autumn”</p> <p><u>Informational Texts:</u></p> <p>St. George, Judith, So You Want To Be President</p> <p>http://www.corestandards.org/assets/Appendix B.pdf</p>

Writer's Workshop

Lessons From the Masters: Improving Narrative Writing
Bend I Studying the Masters for Inspiration and Ideas

1. Discovering Small Moments That Matter: Generating Ideas for Writing p. 2
2. Capturing Story Ideas: Tiny Topics Notepads p. 12
3. Stretching Out Small Moments p. 20
4. Writing with Detail: Magnifying a Small Moment p. 28
5. Revising with the Masters: Crafting Powerful Endings p. 38
6. Rereading Like Detectives: Making Sure Writing Makes Sense and Sounds Right p. 43
7. Working Hard: Setting Goals and Making Plans for Writing Time p. 52

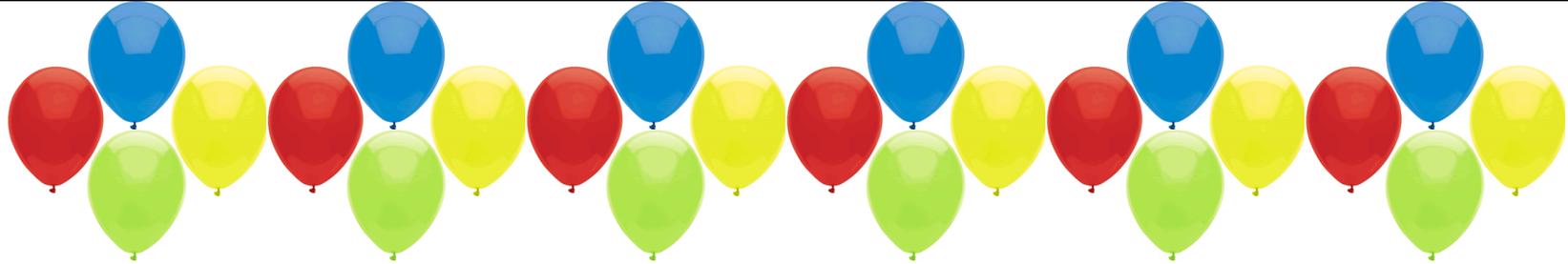
Bend II Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in *Owl Moon*

8. Revising with Intent p. 64
9. Close Reading: Learning Writing Moves from a Text p. 75
10. Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors p. 92
11. Learning to Write in Powerful Ways: Trying Out a Second Craft Move p.103
12. Emulating Authors in Ways that Matter: Revising for Precise and Specific Language p. 121
13. Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language p. 121
14. Rereading and Quick Editing: Preparing for Mini-Celebration p. 130
18. Editing and Preparing for Publication p. 153

Culminating Activity: Class, Grade, or School-Wide Celebration

19. A Celebration p. 159

Writer's Workshop



Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note to Teacher: The number of lessons in Lessons from the Masters have been adjusted to support instruction and the inclusion of a culminating celebration

Writing Exemplars by CCSS: Appendix C

Writing Rubric of the WIDA Consortium (Grades 1-12)

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

Suggested Websites for Unit 1

- **Reading Games**
PBS kids.org offers a variety of reading games that support learning of early literacy skills such as phonemic awareness, phonics, and vocabulary development. <http://www.pbskids.org/games/reading.html>
- **Starfall**
Phonics and learning to read activities for grades K-3. www.starfall.com
- **Reading Rockets**
Strategies, lessons, activities and ideas designed to help students learn to read. www.readingrockets.org/
- **NetTrekker**
High quality common core standards-aligned digital resources to create engaging lessons. <http://school.nettrekker.com/ntw/PatersonNJ>
- **Florida Center for Reading Research**
Research on reading and research-based activities related to literacy instruction. www.fcrr.org
- **Read Write Think**
International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. <http://www.readwritethink.org/>
- **Brain Pop Jr.**
Educational videos to support skills in all subject areas for grades K-4. www.brainpopjr.com

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- **“Word clouds” from text that you provide-**<http://www.wordle.net/>
- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/>
- **Learn a language for FREE-**www.Duolingo.com
- **Time on task for students-**<http://www.online-stopwatch.com/>
- **Differentiation activities for students based on their lexile-** www.Mobymax.com
- **WIDA-** <http://www.wida.us/>
- **Everything ESL -** <http://www.everythingESL.net>
Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>
best practices for various aspects of an English language classroom
- **Hope4Education -** <http://www.hope4education.com>
Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>
Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135>
- **OELA -** <http://www.ed.gov/offices/OBEMLA>
The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

ELL Resources

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/>
- **Learning Resource Centers** (LRC Network) <http://www.state.nj.us/education/lrc>
supported through the NJDOE, Office of Special Education Programs.
Click on "Services" and scroll down to the library in your region.
- **1-Language.com** - <http://www.1-language.com>
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>
Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite** - <http://www.kindersite.org>
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>
NASA's education program; also available in Spanish

ELL Resources

- **Achieve 3000**-<http://www.achieve3000.com/>

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com>
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually